UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXXTRANJEROS

Trabajo de graduación y obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

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Theme: MIXCLOUD APP AND THE LISTENING SKILL

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Ambato – Ecuador

2022

II. SUPERVISOR APPROVAL

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I, Mg. Ximena Alexandra Calero Sanchez, holder of the I.D No. 1802884062 in my capacity as supervisor of the Research dissertation on the topic: **"MIXCLOUD APP AND THE LISTENING SKILL"** investigated by Miss. Stephanie Belen Aviles Brito with I.D No.1804764254 confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.
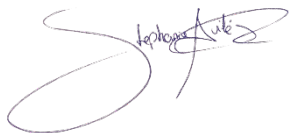

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III. DECLARATION PAGE

I declare this undergraduate dissertation entitled **"MIXCLOUD APP AND THE LISTENING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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Stephanie Belen Aviles Brito

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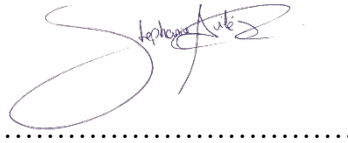### REVISION COMMISSION

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DEDICATION

TO:

To my daughter and my mother as they are my fundamental pillars and for giving me support, because without them I could never have achieved so far in my life.

Stephanie

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First of all, I thank God for giving me life and helping me to reach my goals. For not giving up and for always providing at home. For not leaving me alone and always holding my hand. For making me feel in peace when times of trouble. For keeping me safe so far in my life and letting me fulfill my dreams.

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Stephanie.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: "MIXCLOUD APP AND THE LISTENING SKILL"

AUTHOR: Stephanie Belen Aviles Brito

TUTOR: Mg. Ximena Calero Sánchez

ABSTRACT

Technology continues to grow in importance as a tool for learning and teachers adapted classroom activities to enhance the language learning process. The aim of this investigation was to analyze the influence of Mixcloud app in the listening skills. The students who participated in this research were 17 students from eighth grade at "La Granja" school. This research regards teaching and learning of the English language focused on listening skills. This work remarks the relationship between two variables and the influence on students' listening skills. Standardized Flyers A2 exam was applied as a pre- and post-test to obtain the results of listening comprehension skills. Then, participants were exposed to develop listening activities on the "Mixcloud" app with a total of 5 synchronous sessions for two weeks. The listening activities were student-centered since learners had to be active part of the development of the activities. Consequently, a post-test exam was applied to measure sub-skills such as: listening for gist, listening for specific information, and listening for details. Statistical data was carried out with the SPSS software to measure numerical data. Main findings state Mixcloud app improved learners listening skills significantly. Therefore, a survey focused on the Mixcloud app was applied to know the impact of this app on students' perceptions.

KEYWORDS: Mixcloud app, listening comprehension, listening skills, web applications, Technology-Enhanced Language Learning (TELL).

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RESUMEN EJECUTIVO

La tecnología sigue creciendo en importancia como herramienta para el aprendizaje y los profesores adaptaron las actividades en el aula para mejorar el proceso de aprendizaje de idiomas. El objetivo de esta investigación fue analizar la influencia de la app Mixcloud en las habilidades de escucha. Los alumnos que participaron en esta investigación fueron 17 estudiantes de octavo curso del colegio "La Granja". Esta investigación se refiere a la enseñanza y aprendizaje de la lengua inglesa centrada en las habilidades de escucha. Este trabajo remarca la relación entre dos variables y la influencia en las habilidades de escucha de los estudiantes. Se aplicó el examen estandarizado Flyers A2 como pre y post test para obtener los resultados de las habilidades de comprensión auditiva. A continuación, se expuso a los participantes a desarrollar actividades de escucha en la aplicación "Mixcloud" con un total de 5 sesiones sincrónicas durante dos semanas. Las actividades de escucha estaban centradas en el estudiante, ya que los alumnos tenían que ser parte activa del desarrollo de las actividades. En consecuencia, se aplicó un examen posterior para medir sub habilidades como: escuchar lo esencial, escuchar información específica y escuchar detalles. Los datos estadísticos se llevaron a cabo con el software SPSS para medir los datos numéricos. Los principales resultados indican que la aplicación Mixcloud mejoró significativamente la capacidad de escucha de los alumnos. Por lo tanto, se aplicó una encuesta centrada en la aplicación Mixcloud para conocer el impacto de esta aplicación en las percepciones de los estudiantes.

PALABRAS CLAVE: aplicación Mixcloud, comprensión oral, habilidades auditivas, aplicaciones web, aprendizaje de idiomas mejorado por la tecnología (TELL)

CHAPTER I

THEORETICAL FRAMEWORK

1.1   Investigative Background

The development of technology has provided innovative educational tools for teachers to support their classes inside and outside the classroom. Thus, it implies the use of Mixcloud app as a technological support tool for developing the listening skills. The studies presented below involved students using free applications found on the web at different levels of education for improving their listening skills, moreover, it was not possible to find researchers or studies that involve Mixcloud app inside education.

Djabbarova (2020) carried out some research about methods for teaching in which, it was argued that it is fundamental to develop all skills in the learning process of a second language through interactive multimedia resources. In society, it is essential that people might communicate between them, they need to develop their passive and productive skills. Besides, the researcher established a set of listening strategies to match correct appropriate strategies to each listening situation. The researcher presented the main types of listening activities into pre-listening, while-listening, and post-listening demonstrating that listening comprehension is the basis of language learning. Finally, it is essential for the educationalist to design the lessons with methods appropriate to introduce activities that focus more on the learning process than on the final product. They might use technological tools for exploring the authenticity of real native speech like as: audios, videos, podcasts, or radio programs.

A deep analysis of the use of podcasting in listening skills was made by Naidionova and Ponomarenko (2018), in which developed the use of podcasting as a technological tool to improve students' listening skills. This work aimed to increase students´ listening comprehension using authentic and contextual material with the integration of podcasting as a technological tool to promote learning in listening skills. This study was conducted with a sample of 102 university students. It carried out a qualitative method of research with observation and pedagogical experiment in which students were divided into an experimental

and a control group. The researcher concluded that with the use of informative and authentic podcasts, with short and moderate podcasts in formal and informal styles, the students´ motivation increased in native listening English speech and enhanced their perceptive skills. Additionally, the study was conducted over a short period time and the scores between pre-listening and post-listening were significant and promoted a high advance in learning listening of students using technology applications.

To portray the use of podcast for applied to listening comprehension, Abdulrahman et. al (2018) carried out a research work about the impact that had the use Podcasts on EFL Students' Listening Comprehension, whose the main objective was to determine the perceptions students perceived that podcast have a positive impact on them. This study had a quasi-experimental approach because it analyzed and interpreted data collected as well as opinions from school students regarding their application of listening skills through the use of podcasts. The result of the questionnaire showed that the majority of students felt their listening skills improved after listening to podcasts, the results with ANOVA there was a significant impact and support the hypothesis that students' listening improved for the use of the podcast. To sum up, this study found that it is possible to improve the listening skills in a manner funnier and entrainment, with enthusiasm and motivation from the students, promoting the creativity and developing their imagination to build pictures meanwhile they are hearing podcast as a supplementary tool in education for the process of learning a new language.

Regarding the effect broadcasting has on listening skills, Kavaliauskienė (2008) analyzed the improvements of the listening skills through an innovative online technological tool that was free and the students could use it in a variety of ways to practice and learn their listening skills. The research approach was exploratory, in which, the participants were from the university in the specialization of psychology with 16 learners and the specialization of Law and Penitentiary with 11 learners. The treatment selected for the audios in an individual way, keeping in mind that the purpose to motivate students for having a better comprehension in speech native listening. The results showed that had a positive attitude of the students to improve their listening skills by using podcasts, videos, movies, and audios, in which the content was by English native speakers. Finally, this exploratory study promotes students'

abilities of listening to authentic speech that depends on metacognitive knowledge to differentiate the types of records, listening strategies and goals, and prove the importance to use digital technology in learning.

In order to establish the relationship between mobile applicaction and communicative lexical competence, Kazhan et al. (2018) developed a study entitled "the use of mobile applications and Web 2.0 interactive tools for students' English-language lexical competence improvement". The investigation aimed to determine the incidence of the use of internet services in the development of lexical competence of students from high school. Besides, each student used their smartphones to download the free version and practice the tasks by the teacher for mobile devices, improving the quality of learning process and optimizing the teacher´s time. The possibilities of using mobile applications and technologies are not limited, and for this reason, the popularity of mobile apps for learning foreign languages has grown and with that, the expectations of students too. The population for this research was students divided into 8 groups using memrise and quizlet networking applications that train lexical units during the phase of automation. The results of the research showed that it was possible to expand the vocabulary significantly and also that scoring and gamification motivate further language training and the free version has enough features to use the application successfully. Finally, with the use of interactive Web 2.0, the educational process of students was improved through interactive and didactic activities from the web.

Stefancik and Stradiotová (2020) lead an investigation entitled "Using web 2.0 tool podcast in teaching foreign languages". The study aimed to analyze the impact of Web 2.0 as a technological tool for the podcast in teaching English improvement of learners' listening skills. This research work used quantitative method applied to 218 learners of the University of Economics in Bratislava, their level was B2 according to the Common European Framework of Reference, who were randomly divided into experiment and control groups. Additionally, this research was developed with the help of pre-test, post-test, and questionnaire. In the first cycle, there was a significant improvement in the listening skills in the experimental group in comparison with the control group, in the second cycle calculating the results achieved in the pre-test were 69.77 and the results for the post-test was 75.94, which demonstrated that had a value of 6.17 that indicated improvement. Finally, this study

concluded that using podcasts in education helps students to improve their listening skills in 90p in both groups.

To analyze the impact of listening skills, Sedju (2017) conducted the research work about the improvement of listening skills through the use of multimedia Technology. The goal of the study was to compare the degree to which multimedia use helps the development of listening comprehension. The design used was quantitative and quasi-experimental with a population of 50 children in a primary school in Prishtina, being 25 from the control group and 25 from the experimental group. The results from this research showed that the use of multimedia tools is authentic material for helping students to improve their listening skills

Tasgacho (2018) conducted some research about the effectiveness of Wlingua app on listening skills in a control group and an experimental group with students from the Elementary level. The investigator used Flyers test. The results of the exploratory research demonstrated that there was an excellent result using the Wlingua App, in which the improvement is clearly reflected in the range of vocabulary and increased listening skills. .

After considering the results from several previous research and studies related to the use of free technological tools and listening skills, it can be stated that applications help second and foreign language to improve their listening skills. Moreover, the constant use of applications, it provides more opportunities to practice, motivate and expose them to the English language.

1.2   Theoretical framework

Independent variable: Mixcloud app

1.2.1 Technology-Enhanced Language Learning (TELL)

Today more than ever, the role of educational technology in teaching is of great importance that provides information and communication technologies. Besides, teachers integrate educational technology into their daily work and require a set of computer science, pedagogy, psychology, etc., to get a better interaction with the students. The development of new technologies grows, the teaching process changes, and students' motivation increases because they learn with technical equipment (Stošić, 2015).

The use of the technology is more substantive and transformative, because it is in favor of education, and it refers to computer-based cognitive tools that appear on different scales achieved using multiple alternative media. Computer-based communication, simulations, serious games, blogs and wikis, social networking, search and retrieval, promise unique benefits that go well beyond the simple transfer of content from teacher to student, indeed adding productive software to stimulate the students' learning (Borokhovski, 2016).

The research conducted by Ghanizade et al. (2015) investigated the effectiveness of using technology (TELL) in improving learning in general. The researcher used quantitative and qualitative methods and it was conducted from elementary school to university. Besides, it was demonstrated that students' listening, writing, speaking, and reading skills were enhanced and the technology was seen to have a positive impact on sub-skills.

1.2.3 Mobile Assisted Language Learning (MALL)

The technology has improved and continues to involve methods of language learning, this popular method call "Mobile Assisted Language Learning" (MALL), in which the use of smartphones to learn a second language is fundamental. Furthermore, it helps learners to observe authentic content in real-world situations and practice social interaction in the target language. Thus, with the use of this method, the teacher should create lessons and the learners use their mobile phones for search information, so that it is more useful for activities outside the classroom to connect with the real-world (Miangah & Nezarat, 2012).

1.2.4 Web applications

The learning motivation of students had been the influence of Web 2.0 that introduced web applications to develop free and open use, those applications provided friendly user interfaces and powerful functions and were well-received by teachers and pupils in their daily lives. Therefore, technology use of web applications could also soften the boundaries between formal and informal learning that continue to improve education (Lin & Jou, 2013).

The Internet has opened up unimaginable opportunities and challenges for education and learning, with the evolution of Web 3.0, allowing users to more easily and simply obtain the

resources needed for education.   In a short time, Web 2.0 and Web 3.0 have created new tools and technologies to facilitate web-based education and learning. In a short time, Web 2.0 and Web 3.0 have created new tools and technologies for facilitating web based on education and learning (Lead, 2011).

On the other hand, Miranda et al., (2014) argued that the success of e-learning is essentially teaching using computers with the internet for using IT and communication technologies for teaching activities, online or offline, synchronous or asynchronously. Thus, one of the most important potentialities of e-Learning enables students and teachers to interact online in real-time, promoting a continuous learning task without interruptions. Moreover, as new technologies were developed, e-Learning platforms attempt to integrate the Web standards, offering potential participation by users, contrasting with the traditional educational systems where content is predetermined, and students are merely guided as it is delivered.

In the research about song lyrics and listening skills conducted by Gamboa (2021), the researcher used a website tool that helped to the students to train their ears which improved the ability to recognize sounds and words in foreign languages in a very short time. There were advantages for implementing new technological tools on a website to foster and improve their listening skills in free way.

1.2.5 Mixcloud App

New media technologies allow advertisers to target specialized audiences through the Internet, facilitating teaching time and motivating student learning. Thus, according to Calero, Parra and Morales (2018) stated that the apps can help users to share information in in variety of applications in which the learners are engaged such as networks, forums, wikis, blogs, and podcasts to practice and reinforce their skills. Inside this context, Mixcloud is an app that is trying to redefine online radio services, both for mobile and social networks for applying on education field. (Friedrichsen, 2018).

Mixcloud app is a global online music streaming which allows users to listen and share radio shows, DJ mixes, and cultural podcasts which is free for their users (Dwyer, 2013). Besides, the students might interact and use the language in certain circumstances, it could be feasible to implement this innovative idea during all classes as a recurring pedagogical material

because students can notice the main objective to see that. Thus, the technology has provided appropriate learning between education and practice, in the process of learning a foreign language is fundamental that the learners feeling motivates to learn a new language with the integration of technology in well-designed and prepared activities to have a better learning result (Panagiotidis, 2018).

The purpose of implementing Mixcloud app is to objectively learn vocabulary, grammar, and pronunciation in an innovative way where the native speakers use the language in formal and informal speech. Furthermore, this is where students could interact in real-time developing the tasks assigned by the teacher, optimizing the time for each activity and the results of it. Therefore, Gann and Abecassis (2018) established that broadcasting in the streaming of Mixcloud helps to identify the advantages and disadvantages of the use of an educational system. Besides, with it being an online service it allowed users to upload music files, record, share, and comment ideas about the user's podcasts. Mixcloud app to allow students listen, download, and upload podcasts to listen on any device without an internet connection.

The access to this website is favorable because it can be accessed from any device, which promotes autonomy in learners (Mohammed, 2020). It serves as an excellent tool to practice and understand listening, comprehension, and idioms of the foreign language. One of the most important advantages is that this application offers at users to comment the audios at any specific time. The feedback provided can be presented by the teacher, classmates or even native speakers, so this is a complete tool that lets users to create free accounts but it only allow at users upload podcast not less than 15 MB and Mixcloud app will delete the audio immediately it fails this capacity (Anonymous, 2021).

Dependent Variable: Listening skill

1.2.6 English language Learning

Language is the principal method in which humans can communicate their though, messages and feelings and be able to interact with each other. From this perspective, the

English language is one of the most important languages used in the world for multiple purposes (Hayati, 2015).

To learn a foreign language such as English is necessary to develop language skills using different kinds of methods and apply some technological resources to motivate students to acquire a new language. However, with the technology that continues to grow in importance as a tool for learning, the teachers have been to adapt classroom activities, thus enhancing the language learning process. According to Ahmadi (2017), language is one of the significant elements that affects communication, and it implies developing language skills such as listening, speaking, reading and writing. In addition, the researcher stated that technology offers unlimited resources, emphasizing in improve the learning in learners and establish activities based on computers or smartphones to search for appropriate material and integrate the technology with traditional teaching.

Language learning can be adapted with an appropriate technological tool to use in education such as smartphones, computers, laptops, tablets, audiobooks, podcast and more (Rustan et al., 2017). Moreover, it is considered to apply technology during the language learning process in order to achieve new vocabulary, grammar, and develop different skills.

Communicative competence

Communicative competence is the ability to use language correctly to communicate in a variety of social environments (Chomsy, 1960). It comprises four parts: linguistic, sociolinguistic, pragmatic, and strategic competence. Futhermore, Bakoyevna (2021) established that providing students with authentic communicative context is the best option to learn for the reason that they can exchange real information using phrases that emerge according to the situation.

In education, teachers encourage students in linguistic competence all the time, providing real communication contexts and promoting students the exchange of real information using the target language. Also, it is necessary that students were exposure to the language and they need to be motivated to maintain verbal communication during class. To sum up,

students should talk as much as possible for listening and comprehending what the teacher says in real-time (Usmanova, 2021).

1.2.7 Language skills

There are four basic language skills, listening, reading, speaking, and writing in foreign language education that is crucial in language teaching. Inside language teaching, we have separated into two categories, the ability to understand and read and the ability to speak and write, which means that there are receptive skills and productive skills, respectively (Darancik, 2018).

The development of skills is the main goal for tutors when they start teaching a foreign language. For the education of a second language, students must be able to understand, speak, read and write for having a correct level according to their ages and their necessities (Usanova,2021). On the other hand, there are some factors that affect the language skills process. This factor can be showed psychologically that include genetic factors and external factors or the environment in which children grows (Kartono, 2007). Nevertheless, language skills has influenced direct in communication, indeed, communication skills are changing and adapting from the influence of external and internal factors (Susanto, 2016).

1.2.8 Listening skill

Listening is one of the four skills: reading, writing, listening, and speaking. Like reading, listening is a receptive skill that involves responding to language rather than producing it (Spratt et. al, 2011).

According to Dirven (2008) stated listening comprehension is the process of selecting speech with the background knowledge; this communication skill is connected to cognitive learning as it works with the development of memory, attention, vocabulary, grammar, and comprehension monitoring.

Moreover, Fadwa and Jawi (2010) stablished three main stages for listening stages (pre-listening stage, listening stage, and post-listening stage) that need to be considered for a successful listening-oriented English class. By using these stages students´ can understand

and acquire listening comprehension skills which allow achieving vocabulary, grammar, pronunciation, and comprehension.

In addition, in listening skill there are different kinds of listening sub-skills among which (Spratt et. al, 2011):

- **Listening for gist:** that is an extensive listening for skimming. It is applied when a person listens to get a general idea about something. Dictation is a good strategy for this kind of listening, students hear a passage, recited three times: first, at normal speech with long pauses between phrases, during which time students write down that they have heard, and finally, at normal speed once more to check their work and proofread (Brown, 2003).
- **Listening for specific information or scanning:** It is used to discover one particular piece of information. Listening cloze tasks is used to fill in the blanks with the words or phrases that students heard focused more on grammar, in other words, it focus on the structural terms of English (Brown, 2003).
- **Listening in detail:** it is also called intensive listening for scamming. This is when a person listens very closely, paying attention and trying to understand all the information as possible. Like chart-filling tasks in which students must discern the most relevant information to complete the task (Brown, 2003).
- **Listening for attitude:** it is used to discover the attitude of the person speaking. Such as, interpretative tasks in which the listener should interpret the attitude by answering a few questions (open-ended form) (Brown, 2003).
- **Listening for individual sounds:** this kind of listening is used to understand the production of sounds in the speech. Bottom-up is a strategy focused in the combination of sounds and words to helps in the communication process (Khuziakhmetov, A. N., & Porchesku, G. V., 2016).

1.3 Objectives

1.3.1 General objective

To determine the impact of mixcloud app on the listening skill development in eighth grade students from "La Granja" school.

1.3.2 Specific objective

- To identify the listening skills profiency of students from "La Granja" school through a pre- and post-test.
- To analyze the effectiveness of using mixcloud app in listening skill with the English language on students from "La Granja" school.
- To examine the perception's students with the use of Mixcloud app at the ending stage of the research.

CHAPTER II

METHODOLOGY

2.1 Resources

To develop this research work, it was necessary to consider several types of resources as human, technological and technical resources for the current research. The human resources were students from the 8th level EGB course at Unidad Educativa "La Granja". Furthermore, the technological resources, a computer, and appropriate internet connection were important to carry out this research properly, as well as diverse apps and other elements which served as information sources to obtain literature and activities related to Mixcloud app and listening skills.

2.2 Methods

2.2.1 Research Approach

This research work was focused on quantitative approach. According to Quick and Hall (2015) quantitative approach is the numerical analysis of data collected through surveys or questionnaires using computational techniques and it is "the epitome of the scientific approach". In addition , this approach to allow test ideas and hypothesis of the variables. Quantitative research is classified as experimental and non-experimental (Meadows, 2003). Therefore, it was necessary to analyze statical data about the grades obtained by learners in the tests.

2.3 Research Modality

2.3.1 Bibliographic documentary

Ahmed (2010) established a definition of the bibliographic documentary method that focuses on analyzing information from research papers, journals, scientific articles, thesis, etc., in order to find previous investigations to support the current research. This research was supported by analyzing the information from scientific journals and websites to identify the possible influence that Mixcloud app had on the development of listening skills.

2.3.2 Experimental Research

This study was experimental research, it is designed by the manipulation of the treatment applied into experimental and control group, which has not received the treatment (Meadows,

2003). The researcher applied a pre-test and a post-test and at population before and after the treatment to evaluate the effects using all the treatment sessions (Rogers & Revesz, 2019).

Furthermore, this research was done to carry out an experiment in which the use of Mixcloud app to improve listening skills is proposed. There were 17 students from la Unidad Educativa "La Granja".

2.4 Level or type of Research
2.4.1   Exploratory

The research was exploratory considering that the researcher tried to identify what the problem was and explore the topic on which the researcher to answer its questions (Research Methodology, 2012). Furthermore, the exploratory research aims to clarify concepts and better understanding of the phenomenon studied (Boru, 2018).

2.5 Population and Sample

This research was carried out with 17 students from eighth grade studying at "la Granja" school with a level A2 (according to the common European framework of references for language). The students' age was about 11-13 years old.

Table 1*: Population*

Population	Number of students	Percentage
Male	8	47,06 %
Female	9	52,94 %
Total	17	100%

Note. These data were taken from students of "La Granja" school by Aviles (2022).

2.6 Techniques and Instruments

The instrument considered to carry out this research was "A2 flyers" sample papers for exams (2018) from Cambridge that was adequate to support the process. The test consists of 5 parts, however, only 3 parts were applied as pre and post-test. Each part was elaborated to evaluate

students' listening sub-skills, which were listening for specific information, listening for gist and listening in detail. Both the pre- and post- test had a score over 10 points and it lasted 20 minutes.

The instrument to measure students' listening comprehension was a standardized test, which is used for measures the cognitive abilities that are constructed to improve education and lead to effective solutions to help educate learners (Wai et. al., 2018). Standardized test is made by a professional tester or a group of testers to permit have the score for interpreting the results. Thus, standardized tests are not restricted to use in a school but not larger population (Snyder et. al., 2021).

The treatment has applied the use of Mixcloud app podcasts that were chosen previously, which had the purpose of supporting the researcher in the lesson's development. Also, the podcasts considered for this treatment provided specific and summarized information to the audience about basic vocabulary that can be useful in real contexts of daily lives.

In addition, the numerical information that was collected through the application of the test was useful for the quantitative part of the investigation and the statistical software called SPSS was used to validate the hypothesis.

Finally, it was possible to design and apply the survey to know the perceptions of students regarding the use of the app. This survey consisted of questions of which 4 were scored with the Linkert scale, and the last one was an open question. The survey validation was through Cronback's Alpha which confirmed 0.8 points of reliability.

2.7 Procedure

For the data information for this research were used a pre-test, a post-test and a survey, in which the scores were obtained, and the perception of the students about the Mixcloud app

was known. Through this analysis, it was possible to examine the variation that exists between the results of the pre-test that was applied at the beginning to the students without treatment and the post-test that was applied after the treatment with the use of Mixcloud app.

To carry out this investigation, lesson plans were developed and distributed into five face to face sessions which lasted two weeks. On the other hand, for the process, the researcher assumed the role of teacher, gave general information to-students, presented the objective of the experiment and explained how the sessions had been planned to carry out the treatment.

In the first session, after students took the pre-test, they were explained how to use and create an account in Mixcloud app and the different activities that could be performed through the app. The class started with a debate about the types of bullying. In the first activity, students worked in teams of 3, the teacher divided the charts for the teams, and they could develop their critical thinking to prepare an introduction from vocabulary with the topic of "bullying", besides they listened to a podcast to unscramble some sentences. In the second activity, they selected the correct option. Finally, students answered two questions proposed by the researcher for reinforcement and make conscious about bullying in our society.

The second session began with an introduction of vocabulary. In the second activity, students listened to the podcast through Mixcloud app to do the activity about true or false. Finally, in the post-listening, they had to write some phrases according to what people said in the conversation.

The third session started with the warm-up "telephone", at the end of the warm-up students commented about it. To finish with the class, students had to continue with a post-listening activity where teacher asked about the power of listening ,to know their personal opinions orally and voluntary in class.

Consequently, regardless of the student's subject of study, the application and use of Mixcloud app were encouraged to develop and practice listening skills and autonomous tasks.

The fourth session of this experiment was about how to be a good listener. The students identified some characteristics of a good listener, also, they assumed roles for participating and giving their opinions about it. At the end of the class, they understood the importance of empathy.

The final session was for the application of the post-test and the survey. The survey was instructed to be completed through google forms.

Hypothesis

2.7.1   Alternative hypothesis

Mixcloud app does influence the listening skills of students of 8th of Educación Básica Elemental from Unidad Educativa "La Granja".

2.7.2   Null hypothesis

Mixcloud app does not influence the listening skills of students of 8th of Educación Basica Elemental from Unidad Educativa "La Granja".

2.8 Variable identification

Mixcloud app (independent variable)

Listening skills (dependent variable)

Chapter III

Results and discussions

3.1 Analysis and discussion of the results

The chapter shows the data collected through the tests and survey that was gathered during the process of treatment of the investigation with the eighth grade from Unidad Educativa "La Granja". The information obtained is analyzed and discussed through the use of tables and figures in order to facilitate the analysis and interpretation of data.

Data were collected from 17 students who participated in the intervention using Mixcloud app. Tables and figures show in detail the results of each part that make up the pre and post-test. In addition, the information demonstrates the averages of the scores that students obtained in each part of the test, thus it facilitated the review of the scores obtained in both tests.

Finally, the IBM SPSS software was used to determine the most appropriate inferential statistics for the study, for which a normality test was applied. After analyzing the scores obtained in the pre and post-test, it was evidenced that the data is scattered. Therefore, Wilcoxon's Nonparametric Two Related Samples Test was applied to validate whether the alternative hypothesis is accepted or rejected. Nonparametric Two Related Samples Test was applied to validate whether the alternative hypothesis is accepted or rejected.

3.1.1 Pre-test results

This section presents the result that students form 8th grade EGB obtained in the pre-test application. The flyers A2 test from Cambridge, was taken by the students before starting with the treatment. This test consisted in 16 questions divided in 3 section focused on listening sub-skills, to evaluate students' level of listening comprehension. The test had three parts scored over 10 points in total. The following table shows the average results of the students.

Table 2*: Pre-test results*

Flyers for students listening Section	Average performance over 3,3
Part 1: listening for specific information	2,2
Part 2: listening in detail	1,9
Part 3: listening for gist	1,9
Total/10	**6**

Note : average scores obtained in the pre-test by students from Unidad Educativa "La Granja"
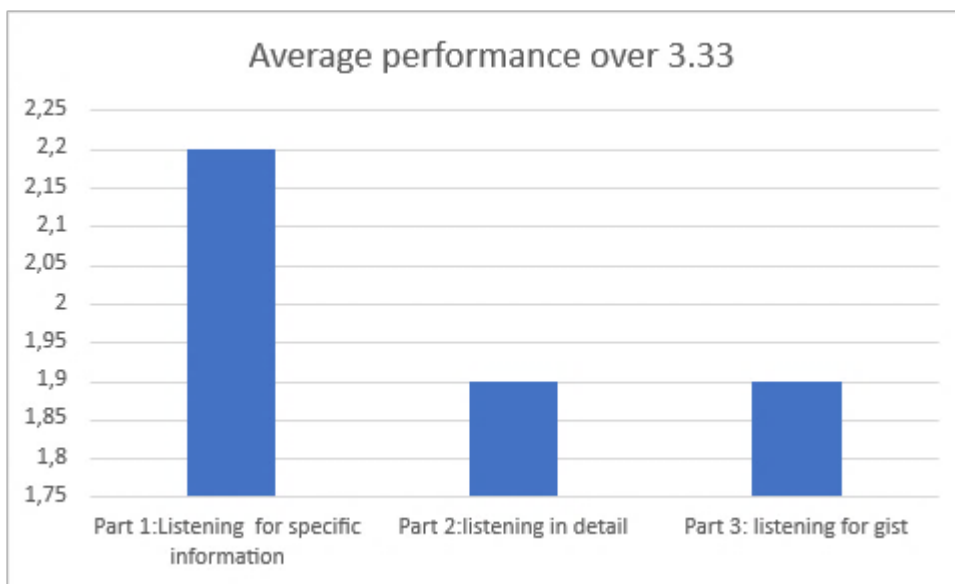
Figure 1: Pre-test results

Fig: Average information taken from the pre-test result at Unidad Educativa "La Granja".

Analysis and interpretation:

The results show the average score in each part of the Flyers listening test. The total average was 6/10. The average for part 1, in which students had to listen for specific information was 2,2 over 3,33 points. This was because students did not pay close attention to recognize the information. In the listening part 2, in which students had to listen in detail was 1,9 over 3,33 points. This was due to students do not know exactly what information on the listening passage was necessary for completing the task. Concerning with listening part 3, in which students had to listen to a short conversation based on listening for gist, the average was 1,9 over 3,33 points.

After having analyzed the results of the pre-test, certain listening comprehension difficulties were evident in the test and the results showed low scores. Likewise, students cannot understand fast and natural speech, they need to hear more than once.

Another disadvantage that students faced was that had some difficulties to pay attention for recognizing the message, they do not recognize the words, they neglect the next part while thinking about the meaning, they did not feel confident to do and they are not able to form mental representation from the words heard. These factors cause problems for select the answer. Part 1 had questions with pictures as answer options, students must listen to gist and

associate the characters that speaker said. Besides, comprehension difficulties in part 2 were evident, students must clearly identify and write for specific information from the audio. Finally, in the last part, students had problems comprehending in detail the audio, thus this receptive skill needs to be developed and improved. As mentioned Kartono (2007), the students's concentration is affected directly by external factors that difficult the activities to do during the pre-test.

3.1.2 Post- test results

The A2 Flyers test for schools post-test was applied after the treatment to collect the final data and final scores. This test was taken from 17 students, and it included the same evolution criteria as in the pre-test, in order to assess students' listening skills proficiency. The following table shows the average results of students.

Table 3: *Post- test results*

Flyers for students listening Section	Average performance over 3,3
Part 1: listening for specific information	3,1
Part 2: listening in detail	2,92
Part 3: listening for gist	2,25
Total/10	**8,27**

Note: average scores obtained in the post-test by students from Unidad Educativa "La Granja" .
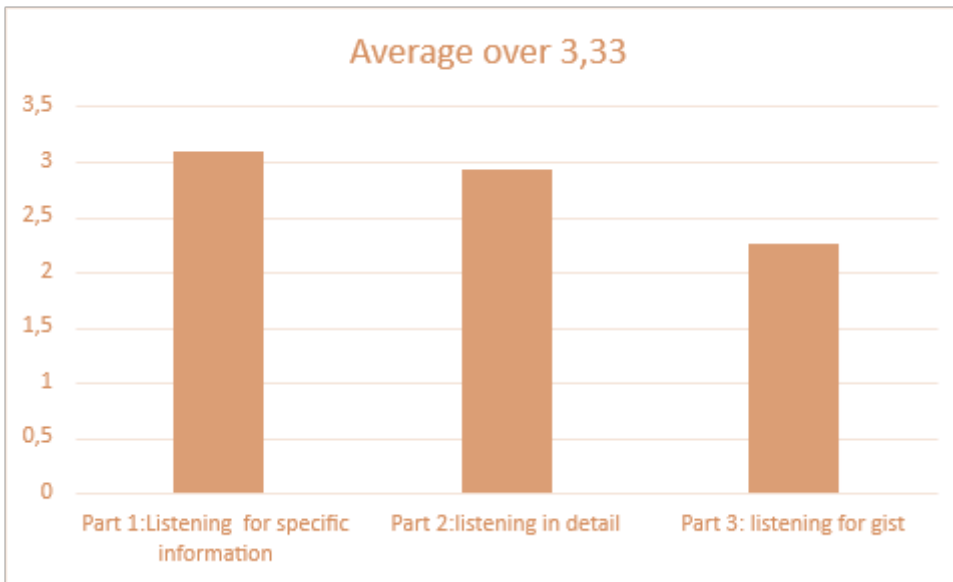
Figure 2: Post-test results

Fig: Average information taken from post-test results at Unidad Educativa "La Granja"

Analysis and interpretation

The results show the average score in each part of the Flyers listening post-test. The total average was 8,27/10. It can be observed that the average for part 1 was 3,1 over 3,3 points. This was because students had better attention to the audio. For part 2, students had to listen in detail, the average was 2,92 over 3,33 points, in which students demonstrated better comprehension. Concerning listening part 3 the students had to listen for gist, and the average score was 2,24 over 2,22 points, in which students established better awareness.

Consequently, the results of the post-test were taken after the treatment of using Mixcloud app for improving listening skills. This data can be confirmed that the students' scores in the post-test improved significantly after having the treatment. Furthermore, the students presented problems in listening for details from overall audio. Besides, the final scores have shown an important increasement in all listening sections of the Flyers A2 test. Additionally, in the previous study about listening comprehension through the use of podcasts, it was possible to improve the listening skills in a manner funnier and entrainment, with enthusiasm and motivation from the students (Abdulrahman et. al, 2018). On the contrary Kavaliauskienė (2008) said that not only depends on audios in native speech but also should apply videos to have better results.

3.1.3   Pre-test and Post -test comparison

Table 4: *Pre and post-test comparison*

Results	Pre-test	Post-test
Listening part 1	2,2	3,1
Listening part 2	1,9	2,92
Listening part 3	1,9	2,25
Total	**6**	**8,25**

Note: comparative average scores obtained in the pre-test and post-test by students from Unidad Educativa "La Granja".

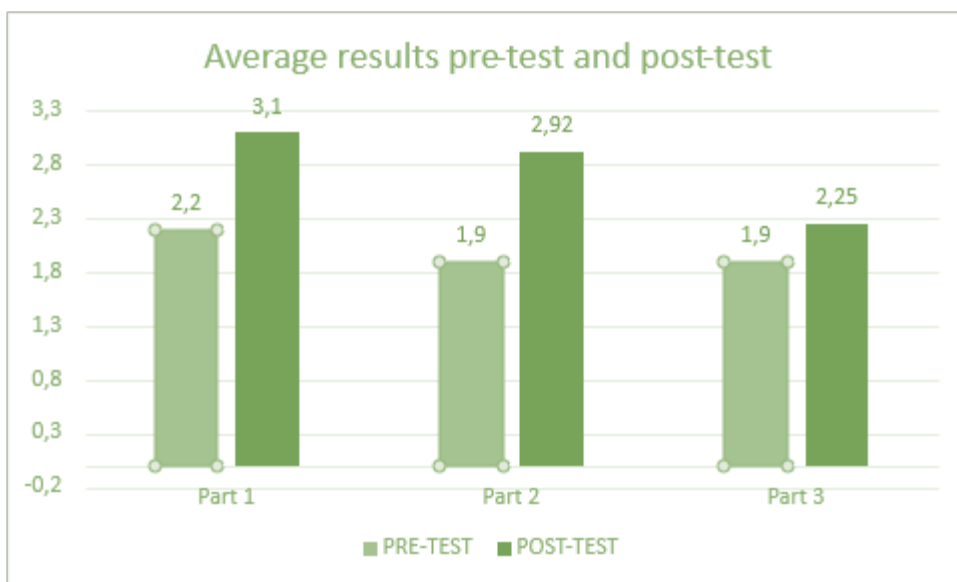**Figure 3** Average results pre-and post-test

Fig: Comparative average scores taken from the pre-test and post-test by students from Unidad Educativa "La Granja".

Analysis and interpretation

Table 4 referred to comparison of results gathered through the pre-test and pos-test on a total of 10 points on the Flyers A2 listening test data. Thus, the scores on the pre-test were 6 and 8,27 on the post-test. This means that there was an evident improvement of 2 points. Regarding part 1, consisting of listening for specific information, in the pre-test, the average score was 2,2/3,3, which represents 66,67 over 100 %. Meanwhile, in the post, test the average was 3,1/3,3, which represents 93,94 over 100%. It means that there was an increase

of 27,26%. Besides, part 2, about listening in detail the pre-test the average score was 1,9/3,3, which represents 57,57% over 100%. On the other hand, in the post test the average was 2,92/3,33, which represents 88,45% over 100%. Hence, it was evidenced an increase of 30,91%. Additionally, in part 3, about listening for gist, in the pre-test the average score was 1,9/3,3 which represents 57,57% over 100%. Whereas, in the post, the average score was 2,25/3,3 ,which represents 68,18% over 100%. It means that there was an increase of 10,55%.

Similarly, it can be deduced that the group has obtained a high score and noticeable improvement. At this point, it should be noted that students exposed to the treatment improved and developed a better understanding of their listening skills. Hence, the reasons why the treatment has had a positive effect may be due to the use of authentic listening material that is often used in a conversation allowing to improve grammar and vocabulary, and the development of listening comprehension activities. Moreover, learning and practicing English on a smartphone or computer allows students to set their own pace, they can access wherever they want, no matter the time. At the same time, Miranda et al., (2014) mentions that listening will be strongly influenced by the words that are spoken and the influence of technology helps to solve the problems and try to practice more times listening abilities such as asynchronous activities.

3.2 Verification of hypotheses

To verify the hypothesis and prove that the treatment worked, it was necessary to use Wilcoxon Software to show the results of the pre-test and post-test were applied. For this, the statistical method of the paired samples was used, which makes a comparison of two equal samples but at different times in this case of the pre-test and post-test used during this research, at the beginning and after the treatment. In addition, the statistical method T shows the "mean" that was collected from the test (pre-test and pos-test) plus the standard derivation, and the Test Statistics for the approval of the hypothesis about " the use of Mixcloud app in the listening skill with English language on students from "La Granja"

Table 5: *Paired Sample Statics*

		Mean	N	Std. Derivation	Minimum	Maximum
Pair 1	Pre-test	5,1941	17	1,86295	1,50	7,30
	Post-test	7,9176	17	1,43319	5,00	10,00

Note: results obtained from the SPSS Software.

Table 6: *Wilcoxon signed-ranks Test*

		N	Mean Rank	Sum of Ranks
	Negative Ranks	2[a]	1,50	3,00
Post-test – Pre-test	Positive Ranks	15[b]	10,00	150,00
	Ties	0[c]		
	Total	17		

Note: results obtained from the SPSS Software.

Table 7 : *Test Statics*

	Pre-test – Post-test
Z	-3,480[b]
Asymp. Sig. (2-tailed)	,001

Note: results obtained from the Wilcoxon Software.

The tables presented show the statistical results obtained through the average by the students during the application of the pre and post-test to test the alternative hypothesis. Despite this, table 5 shows the results in which the mean Obtained can be observed, where it is reverified that there is variation between the values of the pre and post-test which had a score of 25

points established by Cambridge, thus showing a difference in the means and standard deviation.

Although, Table 6 shows the difference obtained in the results (pre-test and pos-test) for the verification of the hypothesis through Wilcoxon Software. It shows that there were only two negative ranks, it means that there were two students' scores which decreased in the post-test. Meanwhile, the positive ranks were 15, it means that there was a tendency in which Mixcloud App supported an improvement in their listening skills. Thus, the development of work sessions presented significant results for the students.

Finally, Table 7 showed the Test Statics of Wilcoxon in which to obtain the Mean Rank minor to 0,05; for the study it is 0.001 and it is rejected the null hypothesis and is accepted the alternative hypothesis which mentions that Mixcloud app influences the listening skills of students of 8th of Educación Básica. To sum up, it is stated that the experiment applied to the study population in the established times that was 5 sessions gave favorable results.

3.3 Survey analysis and Interpretation

Question N°1

The use of Mixcloud app helped to improve my listening skills.

Table 8 : *To improve the listening skills using Mixcloud app*

Criteria	Frequency of agreement	Percentage
Strongly disagree	0	0%
Disagree	1	5,9%
Neutral	1	5,9%
Agree	8	47,1%
Strongly agree	7	41,2%
Total	17	100%

Note: Results obtained from the first question of the survey.

Figure 4: To improve the listening skills using Mixcloud app

36
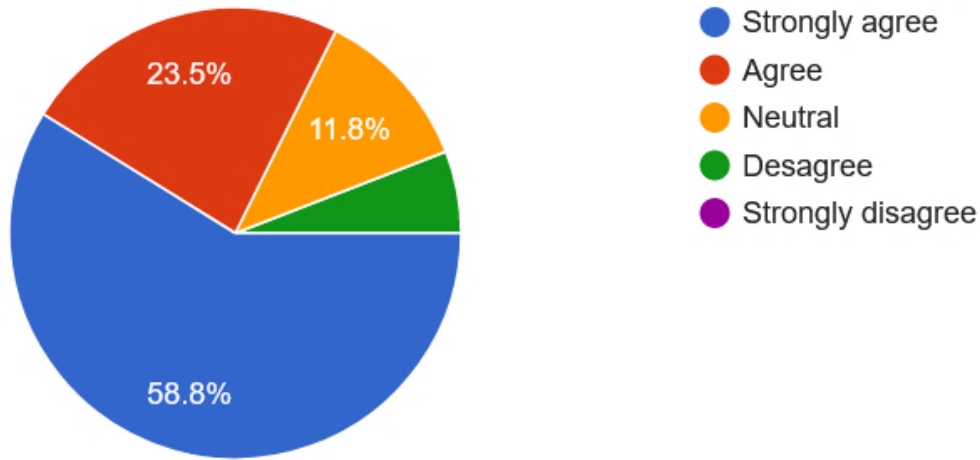
Source: Google forms

Elaborated by: Aviles, S. (2022).

Analysis and interpretation

Table 8 contains five different aspects according to the data reflected by the result of the applied survey, 1 student (5,9%) responded that he/she disagree about the perception of improvement their listening of using Mixcloud app in the classroom. While 0 students representing 0% responded that they strongly disagree about the perception that Mixcloud app helped to improve their listening skills. Besides, 2 students representing 11,8 % responded that they neither disagree nor agree with the perceived improvement of using Mixcloud app in the classroom, 4 students representing 23,5 % responded that they agree on the perception of improvement of using Mixcloud ap in the classroom. Finally, there are 10 students representing 58,8% responded strongly agree on the perception of improvement of using the Mixcloud app in the classroom.

It can be deduced that the highest percentage of students agree and strongly agree about improving using the Mixcloud app in the classroom. This means that students to improve their learning using Mixcloud app. On the other hand, some students responded that the app had limitations and the availability of technology is essential for taking advantage of it.

Question N°2

The interface of the app was logical and easy to use

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Table 9: The use of the app

Criteria	Frequency of agreement	Percentage
Strongly disagree	0	0%
Disagree	1	5,9%
Neutral	1	5,9%
Agree	8	47,1%
Strongly agree	7	41,2%
Total	17	100%

Note: Results obtained from the second question of the survey.

Figure 5 The use of the app
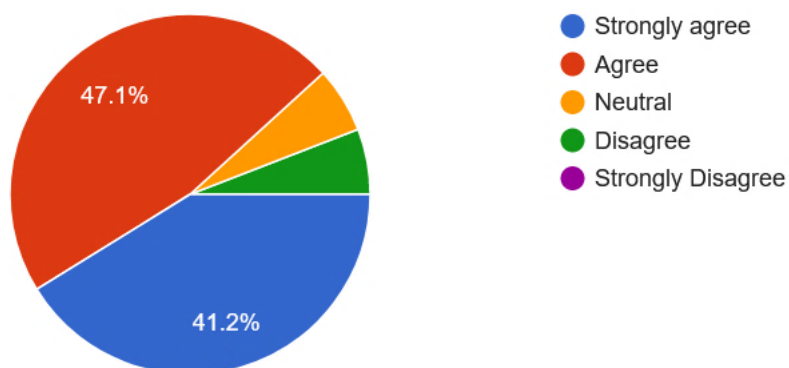
Source: Google forms

Elaborated by: Aviles, S. (2022).

Analysis and interpretation

As shown in table 9, it contains six different aspects according to the data reflected by the result of the applied survey, 1 student represents 5,9% responded that they disagree about the perception of improvement of using Mixcloud app in the classroom. While 0 students representing 0% responded that they strongly disagree about the perception that Mixcloud app was easy and logical of use. Besides, 1 student representing 5,9 % responded that they neither disagree nor agree with the perceived the use of Mixcloud app in the classroom, 8 students representing 47,1 % responded that they agree on the perception of using Mixcloud

app in the classroom. Finally, there are 7 students representing 41,2% who strongly agree on the perception of using the Mixcloud app in the classroom.

It can be deduced that the highest percentage of students agreeing and strongly agree about the use of the Mixcloud app in the classroom was logical. This means that Mixcloud app was easy and logical to use in any moment.
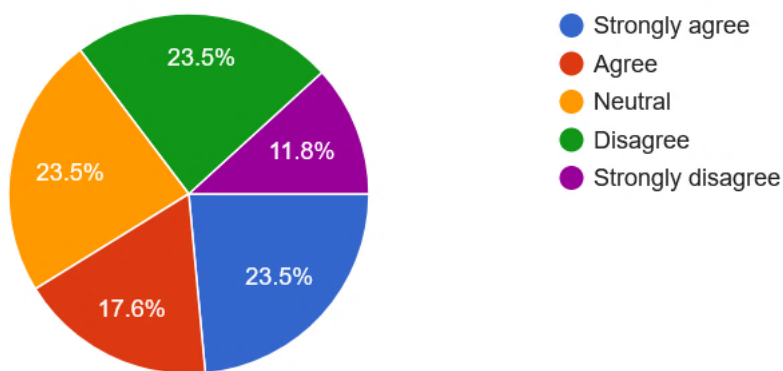
Question N°3

In your opinion, the time suggested to use the app every two days was…

Table 10: The time to use the app

Criteria	Frequency of agreement	Percentage
Strongly disagree	2	11,8%
Disagree	4	23,5%
Neutral	4	23,5%
Agree	3	17,6%
Strongly agree	4	23,5 %
Total	17	100%

Note: Results obtained from the thirth question of the survey.

Figure 6: The time to use the app

39

Source: Google forms

Elaborated by: Aviles, S. (2022).

Analysis and interpretation

As shown in table 10, it contains six different aspects according to the data reflected by the result of the applied survey, 2 students representing 11,8% responded that they strongly disagree about the time of using Mixcloud app in the classroom. Thus, 4 students representing 23,5 % responded thar they disagree about the time of use Mixcloud app, 4 students are neutrals, it means that they neither disagree nor agree with the time of use of Mixcloud app in the classroom, 3 students representing 17,6 % responded that they agree on the perception of the time using Mixcloud ap in the classroom. Finally, there are 4 students representing 23,5% who strongly agree on the perception of using the Mixcloud app in the classroom.

The results showed that the highest percentage of students agree, neural and disagree about the time of using of the Mixcloud app in the classroom. This means that students had some problems with the application in fact the application eliminated the audio and it was impossible to do the asynchronous activities. On the other hand, the time applied for the use of Mixcloud app on activities in class was satisfactory since the activities could be carried out without problems.

Question N°4

Using the app my motivation was increased

Table 11 To feel motivated using the app

Criteria	Frequency of agreement	Percentage
Strongly disagree	0	0
Disagree	2	11,8%
Neutral	2	11,8%
Agree	5	29,4 %
Strongly agree	8	47,1%
Total	17	100%

Note: Results obtained from the fourth question of the survey.

Figure 7: To feel motivated using the app
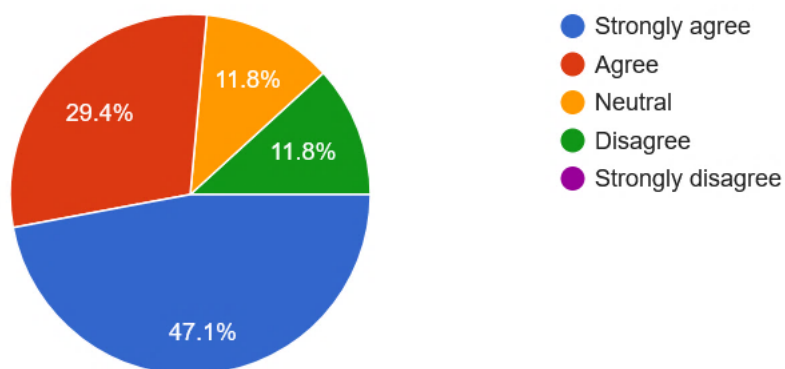
Source: Google forms

Elaborated by: Aviles, S. (2022).

Analysis and interpretation

As shown in table 7 has six different aspects according to the data reflected by the result of the applied survey, 2 students representing 11,8% responded that they disagree about the perception that Mixcloud app made feel motivated using it in the classroom. While 0 students representing 0% responded that they strongly disagree about the perception that Mixcloud app made feel motivated using it in the classroom. Besides, 2 students representing 11,8 % responded that they neutral with the use of Mixcloud app made feel motivated, 5 students representing 29,4 % responded that they agree on the perception of Mixcloud app made feel

motivated using it in the classroom. Finally, there are 8 students representing 47,1% who strongly agree with the perception that Mixcloud app made them feel motivated to use it in the classroom.

It demonstrated that the highest percentage of students agree and strongly agree about the use of the Mixcloud app in the classroom was logical. This means that Mixcloud app makes feel them motivated and confident to learn English for the reason that was easy and useful to find some podcasts, songs and more and when they use the app on mobiles phones it does not consume too much battery. According to Kavaliauskienė in his research study had

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results obtained to the treatment and application of instruments on the use of the Mixcloud app, and considering the objectives of this research work, the following conclusions have been reached:

- Mixcloud app had a positive impact on the development of listening skills. Therefore, students were motivated to practice, participate, and develop their listening comprehension activities in class with authentic material. Therefore, Mixcloud app promotes autonomous learning because it can be used anywhere and at any moment, making this learning model more effective, and productive for developing the listening skills.

- It was possible to identify the initial level of the students' listening skills before starting the treatment. Therefore, through the results of the pre-test, it was shown that the level of listening skills of the eighth grade was low. On the other hand, it was possible to determine the level of listening skills after the treatment with the application of the post-test in which improved notably, so it can be deduced that students improved their listening ability using the app as tool for learning.

- Mixcloud app contributes effectively to the development of the auditory skills of students in the eighth grade of "La Granja". Then, the resources were used for the treatment were audios for students to listen to, the information for the teacher to use in the class a resource and the extra practice . Thus, students used podcasts properly for developing their listening skills and use vocabulary, and grammar. For instance, each activity planned showed students could learn English and improve their listening for specific information and their listening in detail.

- It was possible to establish the students' perception of the use of Mixcloud app after the treatment, where the students mostly stated that the Mixcloud app influenced in their development of listening skills, since they can identify specific information in a conversation in native speech no more than twice repetitions per audio. Besides, they

felt motivated to learn English, and students stated that using Mixcloud app was different and entertaining.

4.2 Recommendations

After having investigates and applied the Mixcloud app on the listening skills with the students in a learning environment, and based on the information obtained, the following recommendations should be taken into account.

- Mixcloud app is an appropriate tool to learn English language and develop listening skills. Therefore, it is suggested to apply this app to practice activities of listening, which combines speech and music in native speech with the aim of causing a positive effect on students at the time of learning.

- It is advised to identify the listening skill of students though the application of Flyers listening exam, which help to know the initial level of the students. Despite of those results, Mixcloud app to allow students to practice and improve their listening skills, because offers different types of audios and complexity to promote and acquire listening skills.

- Teacher should implement the use of Mixcloud app. This will help to practice activities to improve the listening skill of the students. Despite, it provides opportunities to develop imagination and knowledge of vocabulary and grammar. This methodology is considered authentic material in order to provides audios in native speech.

- Considering the perception of the majority of students who liked to use Mixcloud app, teachers should implement this app in the class to achieve a better understanding of listening skills. It has been shown that with the use of this app, continuous and easy proactive will be achieved in which students would have fun reinforcing their skills this can be inferred since the students agreed and strongly agrees with the use of this app. Therefore, students prefer to perform activities for uploading audios in Mixcloud app for practicing, motivating and entertaining; considering these perceptions it can be recommended to use Mixcloud app for students.

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Annexes

Annex 2. Pre-test and post-test

Pre-test:

<div align="center">

PRE-TEST

</div>

Theme: Pre-test

Objective: To evaluate the students' listening comprehension before the application of app.

This test is based on Cambridge A2 Flyers English Sample Exam.

Link:

Instructions:

- *Read the instructions foe each part of the test carefully.*
- *Answer all the questions in listening parts 1,2 and 3.*

Listening comprehension

Part 2

Listen and write. There is one example

The Space Club

Meetings at: 6.30 pm on Tuesdays

1. Children learn about : the ..[____]…..
2. Sometimes they look at : the….[____]….
3. Children should bring: a …..[____]……………..
4. If it's cloudy, children watch: .[____]……………
5. Person who sometimes talks to club: Mr…[____]……

Drums [ ]

Swan [ ]

Fan [ ]

Chocolates [ ]

Gloves [ ]

Part 3

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example

Painting [E]

UNIDAD EDUCATIVA "LA GRANJA"

EDUCACIÓN BÁSICA ELEMENTAL

POST – TEST

Candidate name: _____ *Date:* _____

Class: Level A2 *Hour: 20 minutes*

Objective: To evaluate the students' listening comprehension before the application of a technological app.

This test is based on Cambridge A2 Flyers English Sample Exam

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Listening Parts 1, 2 and 3.*
- *Each question is worth 0.5.*

Listening comprehension

Part 1

Listen and draw lines. There is one example

David Sophia Emma Jack

William Daisy Oliver

Part 2

Listen and write. There is one example

Dad, NEW HOMES office phoned today...

About a: ... house......

1. Address: 12 .... Street

2. It's near the: ....

3. Smaller bathroom is: ....

4. Garden has: a ....

5. There's a music room in: the...............

 Mr Green — **B**

 Mrs Hill — ☐

 Mr Bridges — ☐

 Mrs Cook — ☐

 Mrs West — ☐

Part 3

What picture did each person paint?

Listen and write a letter in each box. There is one example.

Source: Liveworksheet
Author: Aviles, S. (2022)

Annex 3: Survey
Link: https://forms.gle/LTnAsdNzxPtTFSa17

Survey

Answer according with your opinion

👁 **avilessteffy@gmail.com** (no se comparten)
Cambiar cuenta

*Obligatorio

The use of Mixloud app helped to improve my listening skills. *

○ Strongly agree

○ Agree

○ Neutral

○ Desagree

○ Strongly disagree

2. The interface of the app was logical and easy to use *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

3. In your opinion, the time suggested to use the app every two days
was...

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

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4. Using the app my motivation was increased *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

5. Indicate the main things you learned or gained through Mixcloud app *

Tu respuesta

Source: Google forms
Author: Aviles, S. (2022)

17 respuestas

No se aceptan más respuestas

Mensaje para los que responden

El formulario ya no admite respuestas

Resumen   Pregunta   Individual

Source: Google forms
Author: Aviles, S. (2022)

Annex 4: Validation of Survey.

Student	Item 1	Item 2	Item 3	Item 4	TOTAL			
1	5	5	5	5	20			
2	5	5	5	5	20			
3	5	5	5	5	20	K		4
4	5	5	5	5	20	V1		4,15916955
5	5	5	4	5	19	V2		9,97231834
6	5	5	4	5	19			
7	5	5	4	5	19	α:		0,78
8	5	4	4	5	18			
9	4	4	3	4	15			
10	4	4	3	4	15			
11	4	4	3	4	15			
12	4	4	2	4	14			
13	4	4	2	4	14			
14	2	4	4	3	13			
15	3	4	4	3	14			
16	3	1	4	2	10			
17	5	1	4	2	12			
	0,79584775	1,46712803	0,85121107	1,0449827	9,97231834			

Source: Cronbach' Alpha
Author: Aviles, S. (2022)

Annex 5: Lesson Plan

LESSON PLANNING 1	
Teacher: Stephanie Aviles	**Type of lesson:** CALL
Class: 8th, EGB **Number of Students**: 17 **Time**: 60 minutes	**DATE:** 03rd June ,2022
Topic: Bullying Thermometer	

General objective:	**Specific Objectives:**
Students will be able to identify different types of bullying	- To learn new vocabulary - To develop listening skills through hands-on practice with activities. - To use Mixcloud app as a pedagogical tool

Aim: Teach students to identify the difference between would and could in native context.

Materials: Internet, computer, mobile phones

Time	Tools and Materials	Activity

20 minutes	Mixcloud app	**Pre-listening Activity**
		• Introduce myself to the students and talk about what will be done during the class sections.
		• Take the flyers exam by Cambridge, the listening part as the pre-test.
		• Explain what Mixcloud app is all about and explain how to use it link to enter the app: "https://www.mixcloud.com/ "
		• Download Mixcloud app in their mobile phones and create an account.
		• Send the link for upload the evidences. (Control it with screen captures and send to google docs share: https://classroom.google.com/c/NDI3NDUyMjA3OTk5?cjc=7dsydix)
		• Ask for doubts
		• Discussion on types of bullying:
		   a. What are types of bullying?
		   b. Are all types of bullying equal? Do all types of effect people in the same way?
		• Divide the group into teams
		• Give each team a set of the "bullying Thermometer" activity cards
		• Explain the activity:
		   a. Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word.
		   b. Once they all agree on what the different types of bullying mean, have them put the cars in order from the "coolest" type(least harmful) to the "hottest" type (most harmful)
		   c. Have the group desire the order of their cards with the whole group.
		• Process your activity

30 minutes	Mixcloud app	**While listening activity**
		• Send the link for the podcast in the app Mixcloud : https://www.mixcloud.com/steffy-aviles/ive-experienced-bullying/
		• Explain what they do while listen the audio (*fill in the blank*):
		a. Share the activity 1 with each student and they should not see the paper still finish the first time the audio
		b. In the second and third time of audio, students will see and complete the activity
		• The audio will be repeated by three times
		• Correct the answers with the students
10 minutes	**Mixcloud app** **Google classroom**	**Post listening activity** *(Asynchronous activity)*
		• For the end, allow time to answer the questions:
		a. What did you learn about the topic of bullying today?
		b. How do you think being bullied makes people feel?
		• Send the link for an extra activity N°2: https://soundcloud.com/steffy-aviles/cyber-bullying?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing
		• Send the link for evidences: https://classroom.google.com/c/NDI3NDUyMjA3OTk5/p/NTMxNDMzODMyODg4/details
		• Explain what students should do in the activity (multiple choice) according to the podcast.

Source: Unidad Educativa "La Granja".
Author: Aviles, S. (2022)

Source: Mixcloud app
Author: Aviles, S. (2022)

LESSON PLANNING 2

Teacher: Stephanie Aviles	Type of lesson: CALL
Class: 8th, EGB Number of Students: 17 Time: 60 minutes	DATE:07th ,2022
Topic: A phone call from a customer	

General objective:	Specific Objectives:
Students will be able to identify the modal verbs for an interpretation context.	• To learn new vocabulary related to podcast • To develop listening skills through hands-on practice with activities. • To use Mixcloud app as a pedagogical tool

Aim: Teach students to use Mixcloud app.

Materials: Internet, computer, mobile phones

Time	Tools and Materials	Activity
20 minutes	Mixcloud app	**Pre-listening Activity** • Make an introduction about " A phone call from a customer" • Introduction vocabulary (exercise of matching_ activity pre-listening) • Share the paper for do the activity • Review and correct the answers with the students. • Ask if there are doubts about vocabulary.
20 minutes	Mixcloud app	**While listening activity** • Send the student the listening activity1 through the "mixcloud app" and explain to them what to do and send the link to the audio • Listen and do the activity true or false. (Activity 2) • Review and correct the answers with the students.
20 minutes	Liveworksheet	**Post listening activity** *(Asynchronous activity)* • For the end, allow time to answer the questions: a. What's the meaning of the phrase *I promise this won't become the norm* • Send the activity 3 to students. • Listen and do the activity for complete information. (Activity 3) • Explain what should do in the activity according to the audio.

Source: Unidad Educativa "La Granja".
Author: Aviles, S. (2022)

Steffy Aviles
30 may (Editado: 30 may)

Homewrok 1_ class 1

- Open this link : https://soundcloud.com/steffy-aviles/cyber-bullying?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

- Complete the activity
- Make a screen capture and upload it as "comment this announcement".

W Activity 2_class 1.docx

Source: Soundcloud
Author: Aviles, S. (2022)

LESSON PLANNING 3	
Teacher: Stephanie Aviles	**Type of lesson:** CALL
Class: 8th, EGB **Number of Students**: 17 **Time**: 50 minutes	**DATE:** 08th June ,2022

Topic: The importance of listening.

General objective:	**Specific Objectives:**
Students will be able to identify the interpretation of context.	• To learn new vocabulary • To develop listening skills through hands-on practice with activities. • To use Mixcloud app as a pedagogical tool

Aim: Teach students to identify the difference between would and could in native context.

Materials: Internet, computer, mobile phones

Time	Tools and Materials	Activity

10 minutes	Mixcloud app	**Pre-listening Activity**
		
		• Explain to students the warm-up "telephone"
		• Ask students to stand in a circle
		• Explain that teacher will be playing the game of telephone. Explain how to play
		• Start by whispering the following sentence not a student's ear: *"I want to know what it feels like to listen and what it feel like to be heard"*
		• Each student will repeat what they think heard to the next student's ear. The last student will way the word or phrase they hear out loud for the whole class to hear.
		• Ask students to move their chairs into a circle.
		• Ask a short discussion with following questions:
		  a. What happened to the original message?
		  b. Was it easy or difficult to hear the message?
		  c. Why do you think it might have been difficult?

20 minutes	Mixcloud app	**While listening activity** • Explain that today students will explore the power of listening to other, as well as being listened to ourselves. • Explain the exploration by hearing an audio of teacher Celeste Davis-carr, and her student, Aaron shared with his teacher. • Share the paper in which there is the activity N°1 • Explain the activity of active listening out loud for the class: *Active listening involves attentively seeking to understand a speaker's message, rather than passively hearing the words that a speaker says.*

		Active Listeners *provide verbal and nonverbal feedback to show their sincere investment in what the speaker is sharing.* ***Active listening*** *can help to build trust within a conversation, thereby allowing the speaker to communicate more easily, openly and honestly.* • Send the link and reproduce the audio: https://soundcloud.com/steffy-aviles/aaron-and-celeste?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing • Do the activity while listen the audio per three times. • Correct the activity at the end of the last repetition of the audio.
20 minutes	**Mixcloud app**	**Post listening activity** *(Asynchronous activity)* • Discuss: a. How was Aaron's situation? b. What was the Celeste's advice for Aaron? • Send the link for the podcast : https://soundcloud.com/steffy-aviles/teen-major-depressive-disorder?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing • Share the papers in which is the activity 2 • Explain the activity

Source: Unidad Educativa "La Granja".
Author: Aviles, S. (2022)

Steffy Aviles
30 may (Editado: 1 jun)

Homework 2

- Open this link : https://soundcloud.com/steffy-aviles/a_phone_call_from_a_customer?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

- Complete the activity
- Make a screen capture and upload it as "comment this announcement".

W Activity 2-3.docx

Steffy Aviles
30 may (Editado: 1 jun)

Homework 3
https://soundcloud.com/steffy-aviles/teen-major-depressive-

Source: Mixcloud app
Author: Aviles, S. (2022)

LESSON PLAN 4

Teacher: Stephanie Aviles	Type of lesson: CALL
Class: 8th, EGB Number of Students: 17 Time: 45 minutes	DATE: 14th June ,2022

Topic: to be a good listener

General objective:	Specific Objectives:
Students will be able to identify their boundaries and practice listening skills.	• To identify ways to listen well. • To define empathy. • To understand their own boundaries and how to respect others' boundaries.

Aim: Teach students to identify the difference between would and could in native context.

Materials: Internet, computer, mobile phones

Time	Tools and Materials	Activity
5 minutes	Computer, speakers to display Power Point	**Pre-listening Activity** • Explain to students the warm-up "Truth, truth, lie" • Explain that teacher will be saying 3 things about yourself, and one thing that is a lie. Explain how to play • Students try to guess which thing is the truth and justify their choice with details of what partner shared. • Introduce the topic and explain this lesson will include discussion, an audio and an activity, • Define boundaries and encourage students to think of examples.
35 minutes	Mixcloud app Speakers Computer	**While listening activity** • Students learn to be a good listener and identify effective communication skills. • Listen the audio "how to be a good listener". Link: https://www.mixcloud.com/steffy-aviles/how-to-be-a-good-listener/ https://soundcloud.com/steffy-aviles/active-listening-how-to-communicate-effectively?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing • Reinforce ideas discussed in the audio. • Students get into groups of three. Have the groups assign a speaker, a listener and a n observer. Tell students that they will switch roles and be able to play each part. Give the speakers the "speaker sheet" and the listeners the "listener sheet". • The speakers will choose something on the sheet to talk about for 3 minutes. The listener will use a listening skill in the "listener sheet" to demonstrate they are listening to the speaker. The observer will observer the interaction and examine what skill the

		listener used. The observer help the speaker if they get stuck by offering suggestions for how to continue the conversation. • Repeat this process everyone has a turn playing each role. This process take about 10 minutes. Once the students are done with the activity, have a larger discussion the whole group. Overall this activity should take 20-25 minutes. • Correct the activity at the end of the last repetition of the audio.
5 minutes		**Post listening activity** • Ask a short discussion with following questions: a. What did you notice about the exercise? b. What was it like to be the speaker? The listener? The observer? c. Why do you think good listening skills are important?

Source: Unidad Educativa "La Granja".
Author: Aviles, S. (2022)

LESSON PLANNING 5

Teacher: Stephanie Aviles	**Type of lesson:** CALL
Class: 8ᵗʰ, EGB **Number of Students**: 17 **Time**: 60 minutes	**DATE: 15ᵗʰ June ,2022**

Topic: The soundtrack of our lives

General objective:	**Specific Objectives:**
Students will be able to comprehend the audio.	• To validate the post-test

Aim: Teach students to identify the difference between would and could in native context.

Materials: Internet, computer, mobile phones

Time	**Tools and Materials**	**Activity**
50 minutes	Post-test Survey	• Students are going to take the post-test. • Students are going to take the survey

Source: Unidad Educativa "La Granja".
Author: Aviles, S. (2022)

Annex 6: Handout page

Bullying Thermometer

Cut apart the cards.

Harassment	Hazing
Drama	conflict
Teasing	Pick-On

Practical joke	Terrorizing
Intimidation	Sarcasm
Hate speech	Hitting

Handout - **I've experienced bullying (Session 1)**

Activity 1

Put the words in the correct order to make sentences.

Name:

1. Differe|

2. Made f|

3. Were/ |

4. Pushed|

5. Against|

Name calling	Rumors
Isolation	Demeaning
Making a threat	Flirting

ctivity 2- Cyber bullying

hoose the correct option

ding to the audio, what is cyber -bullying?

hen someone hides their identity online

hen someone encourages a person to post content online

hen someone uses the internet to harm or frighten another person

hen someone hurts or frightens someone who is smaller or less powerful

ding with the audio, why was cyber-bullying almost unheard of 15 years ago?

cause recently most societies are worse than ever

cause recently more people are now using internet services

cause recently more people are turning into bullies

cause bullying online is easier than bullying someone physically

ding to the audio, why are many governments trying to make online

ment illegal?

cause of the tragedies which have been causes by online bullying

cause 42& of young Americans want strict laws

cause Canada is currently considering passing a strict law against cyber-

llying

cause society cannot cope with cyber-bullying.

nany American states have passed legislation on cyber-bullying?

rase "cope with" could be replaced with:

t up with

b. Run with

c. Deal with

d. Go with

Session 2

Activity 1

Pre-listening

Name:

Match the definitions (a–h) with the vocabulary (1–8)

Vocabulary

1. ...... an exception

2. ...... payment terms

3. ...... an invoice

4. ...... an extension

5. ...... delivery confirmation

6. ...... cash flow

7. ...... a regulation

8. ...... to appreciate

Definition

a. proof that a delivery has been made.

b. the conditions of when a customer should make payment.

c. when more time is allowed for something d. an official or organizational rule.

e. a document which shows how much a customer has to pay, for what and by when

f. when something doesn't follow the usual rule.

g. to show someone you are grateful for something they have done.

h. the timing and amount of money coming in and going out of a company.

Activity 2

Name:

Listen and underline True or False

		Answer	
1.	The delivery hasn't arrived yet.	True	False
2.	Andrea is having cash flow issues and needs a payment extension.	True	False
3.	Andrea usually asks for an extension of the payment terms.	True	False
4.	Andrea has a new order to place, even bigger than the last one.	True	False
5.	Junko can extend the payment terms on the last order to 60 days.	True	False
6.	Junko will send Andrea an email confirmation.	True	False

Source: British Council,2019

Activity 3

Name:

Write the sentences in the box, in the correct group.

Let me see what I can do.	I promise this won't become the norm.
I'm happy to help you.	I'm not sure If I can do that.
You'll really be helping you.	I appreciate your help.
I need a favor	I think we can make an exception this time.

The customer says:	The supplier says:

Session 3

Activity 1

Name:

Listen and complete the information with the words in the box.

> Teacher   special____cool   bullying   freak   stuff   person   admire

Yeah, I didn't really think that I would ever really tell a _____, but it

makes me know that you're _____ because you care. You talk to me and

make sure that I'm _____. Because sometimes kids were _____ me, calling

me a _____ of nature, throwing chairs, throwing glass and _____ at me.

But you have a strength that no matter what anyone says about you

or they do to you, you don't change who you are as a_____. And a lot of

people don't have that_____. So, I admire that about you.

Activity 2

Name:

Select the correct option

1. According with the audio, what are the Symptoms of MAJOR DEPRESSION IN TEENS ?
   a. Impairment of decisions and focus, Dropping in grades at school, Insomnia, thoughts of death or suicide.
   b. Take easy decisions, loss of energy and overall fatigue, significant weight gain or weight loss, have interest in normal activities and relationships.
   c. Lack of interest in normal activities and relationships, to be a positive person, have a powerful motivation for live.
   d. Loss of energy and overall fatigue, to be a positive person, take easier decisions, have higher self esteem.

2. According with the podcaster, What is a definition about the major depression in teens?
   a. Is a relatively common mood disorder whereby the teenager experiences varying levels of frustration that interferes with his/her life for weeks or longer.
   b. Is a relatively common mood disorder whereby the teenager experiences varying levels of sadness, that interferes with his/her life for weeks or longer.
   c. Is a relatively common mood disorder whereby the teenager experiences varying levels of anger, that interferes with his/her life for weeks or longer.
   d. Is a relatively common mood disorder whereby the teenager experiences varying levels of sadness, anger, loss, or frustration that interferes with his/her life for weeks or longer.

3. According with the audio, What means "fit-in"?
   a. Try to find the purpose on his/her life.
   b. Try to meet for high academic expectations from peers, teachers and parents.
   c. Try to be sufficient for understand the meaning of life.
   d. Try to meet the needs of others.

4. In which areas of lives' person affects the depression?
   a. In the brain and the body

   b. In lead to functional, emotional and physical.
   c. The metabolism and feelings
   d. The brain and functional parts of body.

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Session 4

Speaker sheet

Choose one the following options to talk about for two minutes. Pay attention to how listener is responding to you.

1. Describe in detail something you really love to do.
2. Describe something you really love to do
3. If you had limitless money what would you do?
4. If you had a superpower, what would it be and why?
5. What's your favorite class and why?

Listener sheet

Use some of the following listening skills to show the speaker that you are listening.

1. Pay attention to what the other person is saying. Don't be distracted or think of what to say next
2. Repeat what the other person said
3. Only offer solution if you're asked
4. Show empathy
5. Don't interrupt the person
6. Nod and smile

Annex 7 : Answer sheet

Answer sheet

Session 1

Activity 1

1. In school I was bullied because I looked different.

2. I was made fun of because I couldn't run as fast as tl

3. The people who bullied me were my friends.

4. I was pushed and called names.

5. A girl in my class turned all my friends against me

Activity 2

1. c

2. b

3. a

4. a

5. a

Session 2

Activity 1: Pre-listening

1. f
2. b
3. e
4. c
5. a
6. h
7. d
8. g

Activity 2

1. False
2. True
3. False
4. False
5. True
6. True

Activity 3

The customer says:

1. You´ll really be helping us.
2. I need a favor
3. I promise this won´t become the norm
4. I appreciate your help

The supplier says:

1. Let me see what I can do.
2. I'm happy to help you.
3. I'm not sure if I can do that.
4. I think we can make an exception this time.

Session 3

Activity 1

1. teacher
2. special
3. cool
4. bullying
5. freak
6. stuff
7. person
8. admire

Activity 2

1. a
2. d
3. b
4. d
5. b

Urkund Analysis

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Receiver: xcalero.uta@analysis.urkund.com — 4

W URL: https://doi.org/10.23947/2334-8496-2015-3-1-111-114
Fetched: 7/26/2022 5:54:00 PM — 1

W URL: http://ipedr.com/vol81/015-ICERI2014-R00037.pdf
Fetched: 7/26/2022 5:53:00 PM — 3